



Places for Struggling Teens™

*"It is more important to get it right,
than to get it first."*

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July 2007

Issue #155

SEEN 'N HEARD...

May Visitors

Susan Grossi
Diana Boyer

**SELBY-LONGNECKER HARPER
HONORED...**

NEW ASSOCIATION FORMED...

**UPCOMING SOULORE
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**BETTON HOUSE RESIDENTS
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**CONNER CREATES PROGRAM
FOR CHINESE...**

NW GET TOGETHER IN SEPT...

**STAFF CHANGES/ ADDITIONS
IN MANY SCHOOLS/
PROGRAMS ACROSS THE
COUNTRY...**

*[For details on these and others, read
SEEN N' HEARD/ Pg 29]*

BEWARE NON- PROFESSIONAL ADVICE

By: Lon Woodbury



The private parent-choice industry for struggling teens has unfortunately attracted a number of people who see big and easy money in it. Perhaps the worst is the person who has a smooth telephone voice, and a sympathetic ear, pretending to be helping parents but in reality just helping him or herself at the expense of desperate, frightened and confused parents. For these people, desperate parents are seen as a "cash cow" to obtain money from programs for talking parents into enrolling their child into a cooperating program. This activity, sometimes called Finders Fee or kickbacks, is condemned as highly unethical by the Independent Educational Consultants Association (IECA) and the National Association for Therapeutic Schools and Programs (NATSAP), the professional organizations in this industry. The self-serving advice from these "referring Agencies" can do great harm to parents and the children.

The following is a letter I received from a mother who got sucked into the scheme of a so-called "educational consultant." The name has been withheld by request, but the story is one that is repeated all too often.

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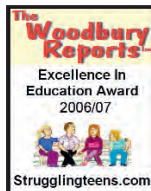
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Lon Woodbury, MA



Loi Eberle, MA



Linda Zimmerman, LPCC



Larry Stednitz, PhD

"Some Children just need to be heard, not cured."

Lon Woodbury, IECA, MA, CEP, is an educational consultant who has worked in schools and programs for emotional growth, character education, and consulting for parents of struggling teens since 1984. Prior to that, he taught in public schools and was involved in public policy while working for the US Senate and the Executive Office of the President. Lon received his BS and MA degrees from the University of Idaho. His practice includes a referral service for parents and professionals, and the publication of this Newsletter and the **PARENT EMPOWERMENT HANDBOOK™**, a resource of **Places for Struggling Teens™**.

BEWARE: Continued from page 1

Emotional Growth Schools that offer a referral fee to professionals or another parent for your child's placement is not an urban legend.

I contacted a woman whose name and phone number was passed along to me. She called herself an "Educational Consultant" and told me there was no fee for her services, that she was getting paid for the placements she made by the schools. She seemed knowledgeable, helpful and an empathic ear, listening to how the lives of my daughter and our family were spiraling out of control. I thought that finally someone had a direction I could take to help my daughter. The principal at my daughter's local private school had obtained the number from another parent and passed it along to me. He did not know who this woman was, but suggested I talk to her, that she had helped another parent. The principal was at a loss how we should help my daughter. At that point, my daughter had not come home nor had we heard from her for many days, so I called this woman in desperation.

At first I did not think it sounded unusual that this woman took fees from the placements; I was too caught up in the crisis of what was going on to understand exactly what this meant or how that would affect her recommendations. She was just so helpful and seemed to have a solution. I thought that is the way it worked with these special boarding schools.

Then after a couple of calls to the schools she recommended, and when some of the schools contacted me directly, something did not seem right. It dawned on me the schools she was recommending were selections that were not going to be appropriate for my daughter's emotional, behavioral and academic needs. It was then apparent that being paid by the schools was a conflict of interest, since she steered me to only very specific placements that paid her and were a terrible mismatch for my emotionally fragile troubled daughter. My daughter needed all types of treatment, not punishment.

Here we were eight months after her fifteenth birthday; she had become a completely different person, was now an emotionally fragile and deeply troubled girl who was addicted to street drugs. She started hanging out with different kids, they all seemed troubled, and many I never met. I found out later on they were experimenting with heroin and she was using cocaine daily, smoking pot, taking mushrooms and ecstasy on a regular basis.

Her descent into the abyss was only months after a horrifying tragic event; she had been a well-adjusted teen, in a stable loving family. She was busy with school and athletic activities and leading a charmed

childhood as many children do these days. Sadly, that past summer she had been abducted from a resort town beach and raped at gunpoint; the police found and rescued her and arrested the rapist. It was a traumatic summer for all of us. Three weeks after the rape my husband walked into his office at 2-World Trade Center and became a survivor of 9/11.

Our daughter was in the care of a psychiatrist and therapist immediately after the rape and eventually put on medication to help with her posttraumatic panic attacks and depression. She went to a therapist weekly, but it was not enough help for her. Her life and our lives were completely unraveled into searching for a troubled child running the streets of Manhattan stoned every day, a danger to herself and anyone she met.

Therefore, when the kind woman who called herself an "Education Consultant" told me about all these special boarding programs, it sounded like the loving thoughtful way to save our daughter's life and get her back on track.

The placements this woman was connecting me with were some of the most controversial specialty boarding schools. At the time, I did not know how much controversy surrounded the particular schools she recommended until I did further research. Talking to this woman was my very first exposure to this industry before I found any other websites or spoke to other parents or legitimate educational consultants. My gut instinct was to find out more about the schools she recommended. One sounded too good and I was so happy it was not too far away in Massachusetts.

I called the local police department in the Massachusetts town to ask about the school. The police department referred me to the local District Attorney's office.

I knew immediately that was a very bad sign. Then, when the police officer asked me if I could find another school for my daughter, I knew something was wrong with this so-called "Educational Consultant's" recommendations. Why did this helpful woman, who said she was an "Educational Consultant," not know how controversial this school was and why didn't she understand my daughter's needs? I wanted a boarding school to have a clinical component for my daughter and none of these schools had anything but a punitive sounding agenda. There was no therapy, no doctors available, not even any credentialed professionals on staff working with the children. I knew immediately that the places she was

Continued: **BEWARE/** pg 4

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recommending had no regard for a child's emotional wellbeing and were not based on a sound approach in helping troubled teens.

I was already seasoned through dealing with our selective local private school's admissions process. However these places sounded so scary, and something seemed so off, especially when they proudly told me how they treated kids and that I did not need to come up and look at the schools. It did not jive with what my gut told me would be a healthy atmosphere for my daughter to grow and get her life back on track and learn better coping skills. That's when I realized this so-called "Educational Consultant" was not making matches based on my child's needs but on her own financial needs.

A completely new world of legitimate options opened up to me when I was given the number of another parent who had been going through a similar situation with her son. She had found a reputable educational consultant and program for her son; he was in a very healthy environment growing and changing his life. That mother was so incredibly helpful. She directed me to Lon's placement guide and his website. I then discovered the parent's forum and started reading other advocacy websites.

My daughter was at her therapeutic boarding placement for two years, healing her emotional, psychic and physical wounds. She then graduated from High School, and was accepted to all the colleges she applied to. She is her own success story; today she continues to be drug free, living at home attending her sophomore year of University, working part time and has a loving healthy relationship with all the people in her life. It might have been a story entirely different from that if I had stayed with the recommendations of the first so-called "Educational Consultant."

I still think that children learn more about life and conduct when an interesting man is given the run of this tongue, and is not chained to a syllabus which dictates everything, including the opening and closing of the classroom windows.

~ Robertson Davies



Photo by Skyler Johnson

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“IT WASN’T SUPPOSED TO BE THIS WAY”

Five Critical Skills for Coaching Parents
Of Struggling Teens and Young Adults
Bill Valentine PsyD, CC
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www.nextstepforsuccess.com

This six-part series is directed at those individuals, practices and programs currently working with, or wishing to work with, parents of struggling teens and young adults. The series reviews the differences between coaching, consulting and therapy and identifies five specific skills that the experienced coach must bring to the relationship.

Part V

Skill #4: Identifying Areas for Primary Focus

Once the orienteer (or client) has determined where she is on the map, it’s time to decide where she wants to go. The ultimate aim of any coaching relationship is for the clients to reach identified goals through their own efforts. The coach acts as the catalyst for change while the client performs as the agent of change.

Before setting off into the wilderness of change, the client and coach must identify the areas for primary

focus. Especially during highly charged, emotional times, parents may have difficulty in focusing on what are really the most important areas needing their attention and concern. Squeaky wheels can disguise a faltering engine. Therefore, it is important that the coach and client identify the areas that in the long run will yield the highest return for the considerable investment of time, energy, perseverance and courage that the parent will be called upon to make.

These primary focus areas will provide the overarching agenda for the coaching sessions. They may change slightly over time, but only as they are addressed and reconciled.

Additional purposes for identifying areas for primary focus:

Areas of primary focus make clear what is the teen/ young adult’s work and what is the parent’s
Whether at home or in a program, the teen or young adult has ultimate control over their growth process. To the degree that the coach can keep the client clear and focused on those things over which he has control (almost never do these include the teen/YA’s choices

Continued: **SKILLS/** pg 6

Heartlight was founded in 1989 as a Christian residential counseling and schooling opportunity dedicated to helping adolescents and their families work through difficult situations.

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We are committed to the belief that an atmosphere of relationships creates an arena for change.

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or actions) the coaching process can move forward toward establishing client goals.

Helps to prioritize the topics for discussion

Early in the relationship it is helpful for the coach to draw up a rank-ordered list of what the client sees as the most important issues needing attention. As the discussions proceed, the coach can use this 'check list' as a way of directing individual sessions.

Keeps the client and coach focused on what is most important

In the normal course of coaching parents with a difficult child, there will be minor crises, blowups and setbacks. It is easy for coach and client to be caught up in the drama and lose sight of the bigger picture. Reiterating primary areas can bring the focus back to the main agenda.

Accelerates the process

Sometimes it just seems like you are plowing the same field over and over again. When the coach senses that the process has bogged down, it is time to get back to the basics –the primary areas of focus. Check your rank-ordered list and move the process on!

Maximizes the leverage of any given call – The coaching session is usually very short. To get the

most out of the time allotted, both coach and client need to focus on what is most important.

Identifying focus areas may be as easy as asking the client what she would like to accomplish during your time together. However, most parents, at least initially, will want to talk about the child and what can be done about him or her. And to be sure, if the child is still at home and acting out, the focus should be on getting the child back in some kind of control. Until then, it is a waste of time to talk about modifying old habits and dynamics.

Once there is some kind of break in the action, however, – the child is sent away or accepts some behavioral grounding - the time has come to talk about longer-term solutions and actions. Go back to the fundamentals of hearing we covered in Skill #2 ("Clean, Clear, Concise Communication"). Really hearing what the client is feeling and wanting is the most important skill in the any coach's kit.

Certain words may indicate the parent's values. At some point, the coach wants to have a discussion regarding what kinds of values the parent has for the home and for his child. By noting value words (actually writing them down) in early conversations and listening for them to be repeated, the coach can begin to get a feeling for the values of the client. Words such as: 'safe,' 'happiness,' 'family values,' 'respect,' 'non-violence,' etc. may denote powerful values that the client holds. Value words call out to the professional coach for further exploration.

An important distinction to get clear with parents in crisis is the difference between their needs and their wants. Especially early in the relationship, sufficient time should be spent in discussing these two key areas. Needs will almost always be paramount for the client while their child is still engaged in high-risk behaviors. Not so clear are the underlying wants or expectations of the parent. These powerful parental desires have usually been around since the child was a toddler. That's when the dreams of law school or the National Merit Scholarship (or the National Football League) first began to crystallize. As Junior began his precipitous downward slide, these dreams gave way to the more elemental needs of the parent for 'just' his safety, health and happiness. However, it is almost a sure thing that as soon as Junior is in a program or acting minimally compliant parents will revert to old dreams, and the attendant pressures will be exerted to see that he is back on track. Programs, especially, may be caught unaware and unprepared for the new demands that will come from the parent who is now substituting wants for needs.



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Four questions to determine areas of primary focus

What do you want to keep and enhance?

Intention and attention = manifestation

What do you want to let go of?

Control, expectations and dreams are very hard to let go of for parents. This list of things to let go may grow as you lead the client further into the process of seeing "what is".

What do you want to avoid?

Learn from what is not working. The devil you know is providing a false sense of safety.

What do you want to change?

If you want something you've never had before, do something you've never done before.

Goal setting is a primary tool for coaches and clients. Goals are important to the change process because they provide a measure of success. Concentrating on defined goals slows the moving target of reactive behaviors. Goals will focus the coaching process on those areas needing primary on-going attention.

Often the client will find it harder to identify what needs work than what needs to happen. The client has, for a number of reasons, become blind to contributing factors to the dysfunctional system. Therefore, when we ask them to identify what needs to change, they may be stumped. However, when the coach asks the client what they would like to see and have as an outcome of coaching, they are often able to articulate their hopes for end results. These hopes then need to be turned into powerful goals.

Characteristics of powerful goals

- Measurable
- Values reflective
- Obtainable
- Time sensitive
- Energizing
- Dependent on my actions, not another's

One approach to goal setting uses a stair-step approach. The coach and client agree on one or two goals that address the most immediate concerns, to be addressed within the next 30 to 90 days. Under each goal there are listed two or more action items. Underneath each action item are first step initiatives.

Identifying, defining and setting goals can be hard, yet rewarding, work. It is important work. However, the real work comes after the goals are set. During the next weeks the coach must serve as mirror, supporter and accountability agent. Change is difficult and discouragement is easy. 'Keeping the eyes on the prize' is an important task for the coach.

Urgent matters may distract the client. A call from the school that Rachel has taken a backward step, or the breaking of an agreement in a Home Contract, may be used to 'show' the coach that this plan is not working. (When, in fact, the goals are not about Rachel's choices, or Kevin's misstep, but the client's actions). Urgent matters need attention, but important goals must be revisited when the crises pass.

Finally, as early goals are met it is critical that new objectives are identified and new goals set. Momentum is a powerful motivator. Just as true is the fact that there is an inevitable let down after the hard work of obtaining a goal is complete unless the goal is replaced with another. The personal growth that began in crisis can become a way of life for those who commit to the process of continual learning. The coach can play an instrumental role in assisting that process.

About the Authors:

Bill and Penelope Valentine are the co-founders of Next Step for Success, a parent and family coaching service headquartered in Redmond, OR. 541-504-5224.

PART VI:

Celebrating the Process

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TEENAGERS AND PORNOGRAPHY:

A New Look

By: Jennifer C. Jones

Jenniferjones5@msn.com

Sean hears her footsteps on the stairs and quickly snaps the desk light off. He tosses his jacket over the computer screen. It's two a.m. He has exams tomorrow. Maybe she'll think he's studying. Just a few more minutes, then he'll stop.

"Sean" is one of millions of teenagers who use the Internet daily to find and view pornography. The Washington Post reports more than 11-million teens regularly view pornography on line. That may not be surprising when Nielson Media Research reports 75 percent of the US population over age two lives in homes with web access. The London School of Economics says 9 out of 10 children between the ages of 8 and 16 have viewed porn on the Internet. Most of the time it was accidental--often while a child was doing homework.

But could there be a connection between Internet porn and behaviors that can encourage sexual dependence? Many experts say yes.

"Sexual dependencies are a pattern of thinking, a habit or a behavior with sexual connotations," explains Gregg Lott. Lott is the Clinical Director for Oxbow Academy, a residential treatment center that specializes in sexual dependency. These behaviors, thoughts or obsessions impair or interfere with a teen's daily functioning.

Located in Wales, UT, Oxbow is finding a new and growing clientele in parents who are determined to break the cycle of sexual dependency in their teenage sons.

While no one is quite certain how these behaviors get their start, experts do agree Internet pornography plays a role in how they develop.

Dr. John Mark Haney, a Texas therapist, recently wrote, "For many young people, pornography is not a casual interest, but an addictive force that is leading to a quiet epidemic of young people who cannot control their online or television habits." Haney says accessibility has made the Internet the "super fix for a new breed of addicts."

Dr. Thomas Kimball is the Associate Managing Director for the Center for Addiction and Recovery at Texas Tech University. "Behaviors can be just as

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addictive as substances,” he says. “Pornography hits the pleasure part of the brain. The area that is stimulated with drug use is very similar.” According to Kimball, “depth and breadth” are what make Internet pornography so dangerous for teens. “They can view a great deal of material very rapidly and find whatever kind of material they want.” They can also do it in relative secrecy.

Business is Booming

World-wide, the porn industry earns more than \$57 billion every year. In the US alone, porn rakes in about \$12 billion each year. That's more than the combined income of all professional football, baseball and basketball teams.

The audience numbers are equally astounding. Family Safe Media, a media watchdog group, reports children aged 12 to 17 are the largest viewers of Internet pornography.

Dr. Kimball says a crisis is looming. “As a clinician, the biggest increase in private practice and couples therapy are couples coming to counseling because one of them is entrenched in porn. The impact on marriages and families is immense. And it starts when people are in their teens.”

Most of the children Kimball treats for sexual dependencies are between the ages of 14 and 16. Dr. Kimball believes these teens have been struggling with pornography problems for some time before their parents seek treatment. “I’m predicting the ramifications of Internet pornography will continue to impact families and relationships,” he says. “Teen experimentation can turn into dependence and addiction.”

In “Teenagers and Pornography Addiction,” Dr. Haney wrote, “When a teenager is subjected to an arousing image, the adrenal gland secretes epinephrine into the bloodstream, where it proceeds to the brain. Other body chemicals, such as serotonin, adrenaline, endorphins and dopamine also are at play creating a euphoric state in the user. Teens who experience this biochemical thrill will, not surprisingly, want to experience it again.”

“We’re all sexual beings,” Lott acknowledges. “We’re all wired in a way that sex is part of our lives and part of our make-up. But I believe that if a child at a young age is exposed to sex, and to some extent, sexual images, it starts setting in motion hormonal changes, cognitive changes and eventually behavioral changes. You could argue that it hastens puberty.”

Continued: **PORN/** pg 10

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PORN: Continued from page 9

Much Ado?

Experts readily admit not every teen that views pornography will become addicted. "If you can view porn on a regular basis and not lose function you could argue that it's safe," Lott says. "It's a little like recreational drug use. We don't teach our kids to use drugs safely. We teach them to stay away."

Kimball agrees. "It's not just about addiction. It's about opening sexuality way too early before children are emotionally and mentally ready." Kimball admits some sexual curiosity is normal but says pornography is not the way to satisfy the need to know. He recommends honest, age appropriate sex discussions between parents and children.

Lott worries that children are becoming sexualized at increasingly younger ages, mostly because of television and Internet. "It's a very powerful medium that people react to differently. As a general whole, Internet pornography could be described as a gateway medium to more serious sexual dependencies, obsessions and compulsions. It impacts every youth differently. For some, it really captures them."

How do you know if your teen needs help?

"Observation is one way you'll know," Lott says. "What they were once able to keep controlled will start unraveling and control them." Teens will give up time with hobbies, family and even friends to spend time on the Net. "They may have to get up in the middle of the night to be on the computer," Lott warns.

Kimball says addicted teens may use sexual language that's beyond their years, or they may start experimenting with drugs or alcohol.

According to Lott, 90 percent of the children in treatment denied their involvement in pornography. That means parents must do some detective work. "Start asking questions. Look at who they hang out with. Are they being exposed to anything sexual?"

Because teens may experience embarrassment, shame or guilt, Lott says they probably won't admit there's a problem. "The further along they are in the sexual dependency the more they will be in denial. At some point you have to look at the child you knew vs. the child you have right now and ask, 'How much of this change may be related to sexual stimuli?'"

Where to Turn

Most experts feel the best way to help your child is by getting a proper assessment of the problem. "Call someone who specializes in treating sexual

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addictions,” advises Dr. Kimball. “In these children, sexual addiction is one small part of the problem. The program should also address depression, anxiety and social skills.”

Kimball cautions parents to realize there is a difference between experimenting with pornography and being addicted to it. “You don’t just throw a child into an in-patient setting. Assess the problem and then address the level of care.”

Lott says a teen that has crossed the line and gone from watching pornography to touching or abusing another person will require in-patient care in a highly specialized environment. “These kids have spent a lot of time and energy to keep this a secret,” he says. “You need an environment where there are no secrets, no holding back, and where they are talking about it every day. That normalizes the behavior. Then they can talk about it without worry or anxiety or fear. We can identify triggers and skills to prevent it from happening again.”

“We still have a long way to go when it comes to addiction treatment to increase the effectiveness,” Dr. Kimball admits. “But there are many people in the community that you can reach out to and get help.”

About the Author:

Jennifer Jones is freelance writer who resides in Layon, Utah. A former television news producer, her work has appeared in various magazines throughout the United States and Great Britain. RedCliff Ascent hired Jones to research and write this article.

All true educators since the time of Socrates and Plato have agreed that the primary object of education is the attainment of inner harmony, or, to put it into more up-to-date language, the integration of the personality. Without such an integration, learning is no more than a collection of scrapes, and the accumulation of knowledge becomes a danger to mental health.

~Sir Alfred Zimmern

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VISITS... ÉLAN SCHOOL

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Visit by Louise Kreiner CEP & Amy D'Uva, May 17, 2007

Upon entering Poland, ME, we first noticed Shaker Village, a picturesque working town surrounded by rolling hills. A few minutes later we drove into Elan's driveway. At first glance (on a very dreary day), the school looked less than inviting; a trailer type building showcased the administration building and the grounds looked a little barren (this due to mud season) waiting for life to begin. This is where the dreariness ended.

We were met in Portsmouth, NH, by Elan's driver, a woman named Teresa. Teresa was a lovely, upbeat, dedicated employee of Elan who educated us for the hour and a half ride. Her cheeriness and commitment to the students was our first clue that Elan would be a solid program.

A no-nonsense approach to learning both in the classroom and socially is what both students and staff on every level conveyed to us. The system at Elan deals with reward based on a military style pyramid.

Students are all playing on an equal field starting out with various problems including substance abuse, family and social issues, academic failure, truancy, promiscuity and other defiant behavioral issues. Good behavior is rewarded by being given more responsibility in the two main houses. Poor behavior means demotion back down to the bottom of the pyramid. This school is run by the theory that each student is to be respectful of the others. In other words when a situation comes up, student input is weighed heavily in determining discipline, therapy and consequences given to their peers. Recommendations for group session topics are also suggested by the students and reviewed by the staff. To our amazement, some of the students we spoke to privately had been in other programs, were 18 or older and had chosen to stay at Elan until completion of school and graduation. This in itself is a remarkable feat. We believe students recognize the dedication of staff and teachers to their cause. We love to see a

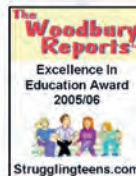


For many young men and women, leaving home and transitioning to college or the work world is a daunting and overwhelming challenge. Thrust into the real world alone, with few advocates, they often are overwhelmed by isolation and lack of structure and support. Robert Fischer, M.D., psychiatrist, co-founded **Optimum Performance Institute** in 2004 to meet the needs of these young adults, ages 17-25.



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strong academic component with solid courses a “real education”. Elan has it. Each student who was closing in on graduation was going off to colleges in various locations across the country including “name schools”.

When asked, the students spoke quite highly of all of the different facets of their lives in Maine. The program is meant to be co-educational and takes students from age 13. On our particular visit the youngest students there happen to be 16. Elan is not a clinical program nor do they pretend to be. Don't look for the Ritz here. The accommodations are cramped but spotless maintained by the worker bees (lowest on the pyramid). There is little TV or movie watching and only homework or college search can be done in the computer labs. Meal times are done in each house and run by top level students. Elan has a five-week rotating menu which is approved by a certified dietician to ensure that students receive proper nutrition. The food looked edible but again it's not a five star menu.

Quite simply Elan is down home Maine. The bonds with teachers, staff and each other are what drives and motivates these kids to become caring, responsible adults. The foundation given at Elan should catapult each student into college, work or back to family successfully.

ROSECRANCE

Substance Abuse Treatment Centers

Rockford, Illinois
 Kim Lowrie, Marketing
 773-895-2996

LowrieK@rosecrance.net
www.rosecrance.net

Lon's Visit: September 26, 2006

Rosecrance has been around for a long time but only moved into its adolescent primary care center in August 2004. Located on 50 acres, its design was the result of interviews of past students, asking them for ideas of what, in their view, an ideal facility would be like. The result is a high-end 78-bed expansive facility, complete with a gymnasium, classrooms, conference and group rooms, and everything that might be needed to supply adolescent needs, both personal and treatment wise. On the other side from the entrance, in the back, they have landscaped what they call the Serenity Garden. Following walkways over the pond, students can spend time in the Serenity Garden, which consists of wandering paths through landscaped areas and a waterfall and stream running into the pond. The garden includes a lot of little semi-

Continued: ROSECRANCE / pg 14



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private turn-offs where the students can sit to talk with each other and their therapists while enjoying the natural beauty of the garden. The garden is very peaceful, and is an impressive and unique addition to the facility. It is obvious that no effort or cost was spared to make the facility top quality.

I had the opportunity while there to attend a student assembly in the gymnasium. The occasion was a student talent show for which they had been preparing for some time. It looked like a student gathering you would see almost anywhere with a coed assembly. The excitement was high; they were cheering on and supporting their friends, encouraging those that had trouble overcoming their nervousness and of course enjoying the humor and talent of the performers. The important thing, I think, was that it was a bit of normalcy the program purposely was bringing into their lives in the center. The main difference I could see from a comparable public school gathering of that type was the absence of the usual negativity you might see from a few malcontents, which of course fostered a positive experience for all the students.

Rosecrance is a 30 to 90-day primary care treatment center with the primary diagnosis being chemical dependency, and students come from all over the country. The center also is equipped to work with dual diagnosis students, while remembering that the chemical dependency is primary. For example, when a student has both a chemical dependency and eating disorder diagnosis, they can enroll that student only when the eating disorder is stabilized. If it is stabilized, then they are capable of working with that diagnosis. The program is 12-step based, with a few elements of Positive Peer Culture added and with very gender specific programming for boys and girls. The ages range from a low of 12 years old up to 18 years of age with separate housing for boys and girls, of course. The Center is independent, not affiliated with a hospital, and they tell me they have good success with Insurance companies.

Each student is in academic classes four hours a day with course work being coordinated with their home school. Part of the academic curriculum includes outdoor activities and experiential education.

At about the third week of a student's stay, families are invited for three-day family sessions. This consists of family-only sessions along with sessions with multiple families and is an important part of their goal of re-integrating families.

For those girls who would benefit from a longer stay working on their chemical dependency issues, Rosecrance maintains two Monarch Recovery Homes, the Hillman House and the Sullivan House. Both are marvelous well-kept structures with lots of charm and character. The structure at these houses is not as intense as that of the primary care center so the girls have more freedom. However, the structure is still tighter than most halfway houses or living out on their own. On occasion, when a girl doesn't make it at a Recovery Home, she might transfer back to the Primary Care Center for a refresher experience. A Recovery Home is an option for only some of the girls since each house can take only a maximum of 14 girls for periods ranging from three months to two years. The Recovery Homes will also accept girls who have successfully completed any Primary Care program other than Rosecrance so enrollment is not exclusively from the Rosecrance Primary Care Center. The ages enrolled there range from 15 years old up to 20 years of age.



In the past, about 90 percent of their graduates would return home for local treatment. However, as the staff has become aware of the existence of wilderness therapy programs and therapeutic boarding schools, that percentage has reduced to 60 percent returning home. Most of the rest continue on to wilderness and/or therapeutic boarding schools.

The program has also been intensifying its efforts to catch the attention of professional Educational Consultants believing the quality of its program is the match of any of the better known Chemical Dependency Centers.

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NORTHWEST PASSAGE SYSTEM

Frederic, Wisconsin
Carey Lillehaug, Director of Program Development
715-327-4402
Carey@nwpass.com
www.nwpass.com

Visit by Judith E. Bessette, EdD, May 23-24, 2007

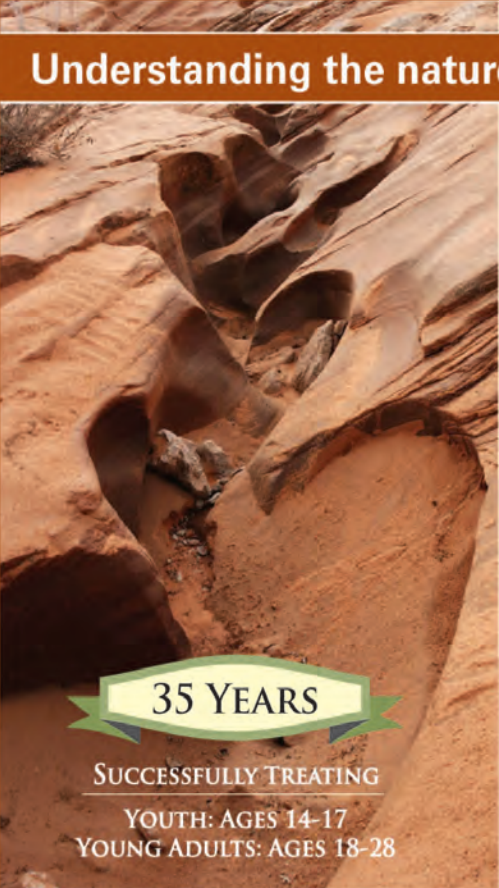
Northern Wisconsin is renowned for its fishing, and Hayward is the home of North America's biggest cross-country ski race – the Birkebeiner. Who would have guessed that these same north woods are home to a gem of a treatment center for at-risk teens and, even more unlikely, home to an assessment center for 6 to 17-year-olds that employs three – yes three – neuropsychologists on staff?!!

Recently, I drove from Milwaukee to just outside of Hayward (Spooner, actually) to meet Carey Lillehaug, Director of Program Development for the Northwest Passage System. I knew this was a residential treatment program for at-risk teens who were there under a court order – having committed a petty crime (or a series of similar crimes like

shoplifting), or being arrested for possession or use of an illegal substance, or because they were part of the foster care system and in a placement that had gone wrong. The kids they treat typically have one or more mental health and/or behavioral disorders.

What I learned during my visit was that this highly competent, unbelievably caring staff has worked with a few private-pay clients over the years and is interested in attracting more. The visit was really a forum for an exchange of information – I learned more about their work and they learned more about educational consultants and the world of private-pay, parent choice schools and programs. I was really excited to learn about their Assessment Center – but let me describe the 3 residential programs first.

- **Passage I** which opened in '78 is a long-term program for up to 24 adolescent boys, their most severe cases. Using a multidisciplinary approach, the program serves mental needs and offers education and vocational services.
- **Passage II** and **Passage III** serve boys and girls respectively. Each program has 10 – 12 beds and uses an outdoor stress challenge model. These programs are 90 days in length and offer family assessment and a weekend retreat. The boys program opened in 1988 and the girls in 2003.




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There are several especially notable program components that really set Passage apart. They include:

- **Restitution** – Each student has work time each day – time for which they are paid minimum wage. The money goes to repay any damage they may have done or to pay for things they may have stolen that led to their time at Passage. If they do not have any restitution to make, the student gets a check for the funds earned at the end of the program.
- **Education** – Passage works closely with each student’s home school to keep them on track or to help them catch up in their school work.
- **Woodworking** – In addition to learning basic skills, the students make and sell outdoor furniture.
- **Passage Foundation** – To reward the hard work, perseverance and personal risk of successful program graduates, this program offers small stipends and scholarships to help graduates grow and prosper. Monies from woodworking and fundraisers support requests like one from a young man who needed to buy tools to start an apprenticeship program.
- **After-care** – Three full-time staff travel the state to visit and provide support and guidance to former students for two months following their completion of the program.

While I know there is always great discussion about mixing private pay and public pay kids in the same program – recognizing that it is usually an issue for the parents, not the kids – but the kids that I saw and talked with were certainly not hard-core criminals or gang kids but rather kids that are a lot like those I see in my practice.

Half of the students were in school during my visit and I did have a chance to observe -- and to talk to -- some of them about their studies. Most felt they were doing better because they had more individualized attention. The other students were in woodworking, in the gym or doing restitution. As we walked around the three different campuses, I saw the results of students’ restitution – lots of stacked wood that had been split and beautifully kept gardens and grounds. I talked with a few boys on a yard crew and they told me they felt good – that the physical aspects of the program were helping them get in shape – or buff, as one young man put it!

Many of these students are from rural areas or small towns – and yet, because so many lack a strong relationship with an adult in their lives, have never gone fishing or hiking. More than one student – even some of the girls – talked about how much they were

Continued: **PASSAGE** / pg 18



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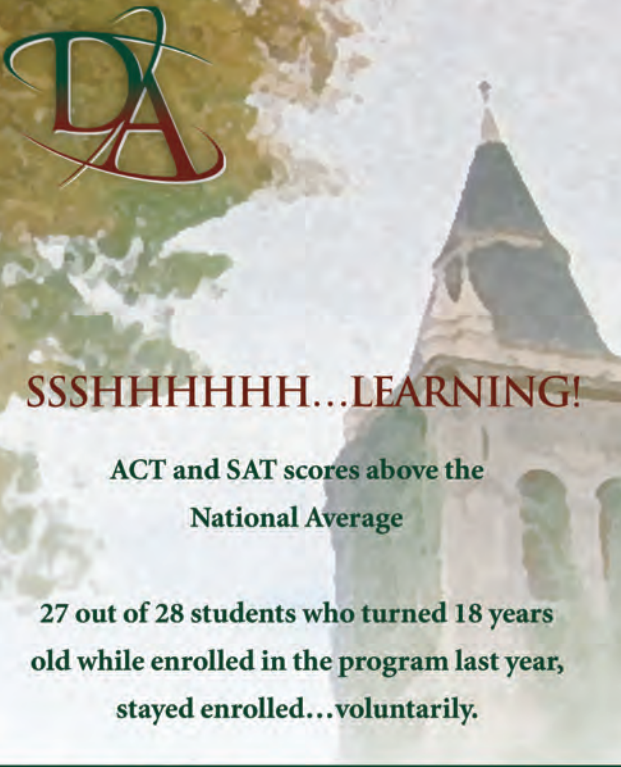
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For Additional Information
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PASSAGE: Continued from page 17

enjoying the out-of-doors. I saw the woodworking shop in action – and talked to a couple of boys about what they were learning there.

Because I see a number of Midwestern families who always hope to find a quality program closer to home than Idaho, Utah or even New England, I was glad to visit the Passage system. I think the part of the program that most impressed me is their Assessment Center.

Three talented line staff from a mental health hospital in Minneapolis started Passage I almost thirty years ago. Two of the partners are still on board. I had the good fortune of spending time with one of them, Steve Ammend. He has maintained strong relationships with the mental health community in the Twin Cities even though most of their kids come from Wisconsin. Among those relationships is one with the Medical School at the University of Minnesota.

Over the years, the administration realized that many kids were enrolled with incomplete histories and limited (or no) assessment data coming along with them. In building what is now a comprehensive clinical diagnostic assessment and behavioral crisis intervention center providing psychiatric, neuropsychological, individual, family and social assessments for pediatric and adolescent boys and girls in a 30-day model, the founders' connections with the Medical School helped them attract staff – including the three neuropsychologists, a full-time pediatrician on staff and a consulting psychiatrist who is there regularly – doing far more than 15 minute med-checks with kids. They have just hired a board-certified child psychiatrist who will start full-time next summer.

Mark Elliott, the Executive Director, gave me two impressive reports – with the names blacked out for confidentiality. Each has eight sections; Treatment & Placement Recommendations; Case Records Summary; Behavioral; Educational; and Child & Family/Chemical Health Assessments; Neuropsychological Evaluation; Psychiatric Evaluation; and the Health/Medical Discharge Summary and Notes.

Passage has created a report that collects all of the important data on a child in one place – along with the results of their testing – and in a readable format with recommendations for next steps. Jane Doe took eleven tests and John Doe (not her brother) was administered a few more (16 total) in the month or so they were there for observation and assessment.

While a few of the kids may wind up at one of the Passage Programs, by no means is this just a conduit for placement there. Since they test kids from age 6 to 17, the younger kids are not even age appropriate for those

tested are private-pay clients – but the number of private-pay inquiries is increasing each month.

Over a delightful lunch at a little place called the Wren, I met Nick Kalambokidis, the CFO of the organization, and David Ammend, MD, the pediatrician on staff. Carey, Steve and Mark were also there. We wrapped up our meeting with conversations about the rigorous exercise program all the kids participate in and about their plans for an improved nutrition program (to compliment all that exercise!) We also talked about IECA and NATSAP and about how Passage might reach out to other special needs consultants – including some ideas about the IECA meeting that will be in the Twin Cities next spring.

So, if you are headed for northern Wisconsin any time soon, either to fish the summer or to ski in the winter, give Carey a call and go visit. I think you'll be glad you did.

NEW PERSPECTIVES...

[New Perspectives schools and programs are those new to Woodbury Reports, Inc., and are presented to expand your knowledge, with the disclaimer that we know little more about them at this time than what appears here. Inclusion in Places for Struggling Teens™, of course, does not imply any endorsement by Woodbury Reports, Inc. -Lon]

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These post-secondary residential “College Living Experience” programs are designed to assist students in completing college and transitioning into “independent living.” Students range from “low average to gifted IQ’s with diagnoses such ADD, LD, NLD and autistic spectrum disorders like Aspergers Syndrome and high function autism”.

Students of College Living Experience live in one or two bedroom apartments where they can learn and practice skills necessary to live independently. Staff resides in the apartment complex to serve as an advisor and to be on call for emergencies. Students

Continued: CLE / pg 20



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CLE: Continued from page 19

participate once a week in "Course Review," which is a weekly checkpoint to be sure the students are on task and engaged, and mandatory study halls are offered three to four times a week.

In addition, College Living Experience holds numerous group activities like bowling, golf, tennis, swimming or attending theater productions, and students are encouraged to participate. Yet, students are on their own to enjoy college life and social events around town independently like movies, dinners, trips to the gym and so on when not scheduled for an appointment.

The program focuses on three main areas: academics, independent living skills and social skills. Students attend one of several colleges or universities close to the tutorial facility. Most students stay one to four years, either transferring to a university elsewhere to complete their degrees, or completing a two-year degree or technical certificate.

A company's business would increase 50% if you cleared the conference room of chairs.
~WF Heneghan

HEART MOUNTAIN NEW BEGINNINGS

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Gael Carter
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www.heartmountainnewbeginnings.com

Heart Mountain New Beginnings, a family-style youth home for boys between the ages of 13 and 17, is a non-denominational Christian program. They accept young men struggling with low self esteem, academic problems and grief or loss issues, may have audio/ visual addictions including: Internet, video games, music or pornography, adoption issues or substance abuse.

This program features experiential learning on a working ranch. Based on a 6-tier program, boys gain privileges and responsibilities after the completion of each tier. The equine program works in tandem with the tier program: whereas the boys' involvement with the horses ranges from assisting in the daily care (first tier) to eventually riding them (the top tier). Working with two separate schooling programs, the



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karenslack@falconridgeranch.com
www.falconridgeranch.com

Falcon Ridge Ranch is a state licensed, residential treatment program for young women ages 12 through 17, who may be experiencing problems within the family, including communication, running away, stealing or who are physically aggressive. Students may also experience poor school performance or failing grades, have substance abuse problems, poor self-esteem and/ or may be lacking social skills.

Students receive individual, group, equine assisted and recreational therapy, as well as substance abuse

treatment and family counseling. Academics are fully accredited and school is in session year round. Students learn "life skills" in many classes including CPR and First aid training, community service, money management, sewing, nutrition and basic cooking. The young women at Falcon Ridge participate in daily chores and are responsible for learning and taking care of the ranch animals.

Outdoor enjoyment at the ranch includes swimming, soccer, dodge ball, volleyball and basketball, as well as wilderness experiences at Zion National Park.

Certain sad people are so detached from themselves that they actually hurt themselves as a way to feel something... anything.

Their marked withdrawal from reality borders on autism.

~ Michael Levine

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- | | |
|------------------------------------|-----------------|
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| Lack of Personal Responsibility | Anger |
| Negative Peer Relationships | Drugs & Alcohol |
| Divorce or Adoption Issues | Depression |
| Defiant or Out-of-Control Behavior | ADD |

Excel Academy provides a nurturing environment in a family style setting. Staff serves as role models, using positive peer support, and emphasizes personal responsibility and strong work ethic.

For more information, contact:
Barbara Potignano

800-260-9178 or 936-447-4617



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*A Holistic Therapeutic Learning Community
For Young Women 18-26*

The Fulshear Ranch Academy is a holistic therapeutic learning community where young women (18 and over) come together to experience an environment where their strengths, talents & passions can be discovered & applied.

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Our program is divided into six areas of concentration. Each one of these areas has been created to help young women become healthy, strong, & sure of their own power. The six areas are Life Skills, Education, Nature-Based Skills & Therapy, Equine Skills & Therapy, Holistic Health, & Career Training.

Fulshear Ranch Academy
P.O. Box 1377
Needville, TX 77461

281-313-1908
281-346-2225
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www.fulshearranchacademy.com

MONARCH CENTER FOR FAMILY HEALING

Georgetown, Colorado
David Ventimiglia, Director
303-569-0769

www.monarchfamilyhealing.com

Monarch Center for Family Healing is a wilderness therapy and treatment program designed for adolescents between the ages of 10 and 18. Appropriate candidates may struggle with substance abuse, poor academics, legal problems, ADD/ADHD, or may be rebellious and angry, depressed or have low self-esteem.

In using "Gestalt Therapy," an experiential therapy, the ratio of therapists on staff to students is one to two. Group sizes for expeditions are no larger than 10 students per group. At least one certified Wilderness First Responder or EMT accompanies each group.

Every third week of the child's treatment, families are encouraged to attend "Family Week", which offers at least one session with their child's therapist, multi-family sessions or "Intensives," a structured social event with other families and parent discussion groups.

Wilderness therapy expeditions last two weeks and precede and follow each family week. Depending on the time of year and capabilities of the group, expeditions that are offered range from rafting, rock climbing, hiking and biking to camping, snow shoeing, fishing or wilderness survival skills.

There is no stress in the world, only people thinking stressful thoughts.

~ Dr. Wayne Dyer

People that can work are valuable.

People that can think are invaluable.

~ Lon Woodbury

Trust your hunches. They're usually based on facts filed away just below the conscious level.

~ Dr. Joyce Brothers

BOOK REVIEWS...

WHEN YOUR TEEN IS STRUGGLING

By: Mark Gregston
Eugene, OR: Harvest House Publishers:2007
ISBN-13-978-0-7369-1822-0
ISBN-10-0-7369-1822-1

Reviewed by: Lon Woodbury

The author, founder and director of Heartlight Ministries in Hallsville, TX, a Christian oriented residential program for adolescents in crisis, drew on his 30 plus years of working with youth and families in crisis to write this book. From that experience, he has developed a system for helping children work through their pain. What's more important, his advice has helped many parents become more effective in helping their children so that often residential placement is no longer needed.

This book is obviously a Christian-based guide; every aspect of his advice is biblically based. However, as one reviewer pointed out, even if every reference to Christianity and the Bible is removed, the book would still stand as an effective approach solidly based on accepted principles of effective work with families with a teen in crisis.

Chapter by Chapter, the author goes through the various aspects of how some children think and act and what parents need to keep in mind. First is to not give up hope, but trust that there is a solution somewhere, and somehow, for without hope parents could never do what they need to do. Next is the importance of wisdom and understanding on the part of the parents. It is vital to understand that the objectionable behavior is a symptom of something, and the sooner a parent figures out what it is a symptom of, the sooner healing can begin. It continues in this vein for another 13 chapters, each easy to read and to grasp the basic ideas.

The book is an easy and relatively quick read. Part of it is the obvious empathy the author has for the children and the parents he describes and the suffering they are going through and bringing on themselves. But the gripping part is his use of what you might call case studies. Each chapter describes an important aspect of which parents must be aware and then proceeds to describe children whose experience are good examples of what the author is talking about. In his description, both the child and parents become real people with understandable

Continued: **STRUGGLING** / pg 24

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High Frontier is a non-profit Residential Treatment Center for emotionally disturbed adolescents, ages 12 to 18, with a documented history of severe behavioral and/or emotional problems who cannot be served in a less restrictive environment.

GOALS ARE TO:

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- Provide each resident with living skills
- Assist residents to work with their families
- Develop a discharge/aftercare plan

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STRUGGLING: Continued from page 23

problems. After reading the descriptions, it is very clear what the author is describing in that chapter and how the abstract concept can play out in real life.

Then, in the last chapter, he gathers all the loose threads together. Titled "Where Are They Now?" he describes their lives currently. Most of the updates are heartwarming. The girl who was angry, running away, heavily into the drug culture, estranged from her parents with a clouded future is now happily married with wonderful children, successful in business and has a great relationship with her parents. Or, the boy who was a recluse with an enabling mother is now succeeding in a college dorm and dating an extrovert girl. Unfortunately, just as in real life, not all the stories are positive. Sometimes no amount of intervention will work with some children. One girl 12 years later was still homeless, wandering the country looking for something that probably doesn't exist and thus she will never find. Another just dropped out of sight after intervention and nobody that had been in his life, including his parents, have heard from him for years.

This book is well worth the investment of the couple hours it takes to read it, and well worth the time to study it closer and think through how it applies.

EXTENDED INSIGHTS... IN BALANCE RANCH

Tombstone, Arizona
Betsy Barrasso, Admissions Director
520 722 9631
bbarrasso@inbalranch.com
www.inbalranch.com

Visit by Larry Stednitz April 25, 2007

In Balance Ranch is a therapeutic boarding school for boys who struggle with substance abuse and co-occurring mental health issues. Open for only three years, In-Balance has already garnered acceptance from educational consultants and families. The program is located outside of Tucson, Arizona.

My interest in this program is to understand the man and staff who operate this program. Patrick Barrasso, the founder, is a 47 year old former cowboy who worked in Buffalo, Wyoming, prior to getting involved in substance abuse treatment. He moved to Tucson in 1979 to work on an undergraduate degree in family relations with plans to earn a law degree in order to help reform the juvenile justice system with changes he felt were needed after having volunteered as a big brother in the juvenile court system. He was disappointed in the "lock them up" attitude and

In 1983 Wilderness Treatment Center was the first program to successfully blend conventional treatment with a true wilderness expedition. Our in-patient center is located on a working cattle ranch in Northwest Montana. The setting is perfect for young men who can have a difficult time in the confinement of a conventional program. Treatment includes plenty of ranch work, group and individual therapy, educational lectures and films, attendance at AA/NA meetings in nearby Kalispell, plus a 16 to 21 day true wilderness expedition.

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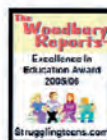
As always, W.T.C. has a licensed Chemical Dependency Counselor present for the duration of every expedition maximizing the therapeutic value. They meet some pretty big challenges facing life without chemicals; a good foundation based on a spirit of success and an ever increasing self-esteem is a great beginning in the journey of recovery.



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- 12 Step Modality
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punitive approaches to the treatment of youth within the court system. Influenced by a graduate school professor, Patrick was encouraged to obtain a clinical license instead of a law degree. Patrick graduated with an MSW degree from Arizona State University in 1989 and later was licensed as a clinical social worker. Patrick learned early on that he “fell in love” with working with substance abusing teens.

In 1991, he began working on the concept of a holistic residential treatment program that would not use the “break them down and build them back up” approaches that were so prevalent in the 60’s through

the better part of the 1980’s. Parallel to designing In Balance, Patrick began a strength based outpatient treatment program for adolescents. It soon became clear that the vast majority of his patients were abusing alcohol and drugs. Through this experience, his direction was set.

In 1996, Patrick began to refine his thinking of what an adolescent needs to overcome this debilitating and life threatening behavior. In 1996, he opened In Balance out patient program with three boys in treatment. The first In Balance approach included the 12-step model, cognitive behavioral therapy, and other theories. By 1998, Patrick had two outpatient programs operating, including both adults and adolescents. 40 adults and adolescents participated in these programs.

Patrick’s dream of developing a holistic therapeutic boarding school for boys was solidified after giving the eulogy at a former patient’s funeral. After excessive drinking, the boy died in a car accident. Patrick was encouraged by the boy’s mother to live out his dream and help others who are facing the same fate. After this experience, Patrick talked with his wife and son, who was ready to graduate from high school. He knew the work would require a lot of

Continued: **IN BALANCE** / pg 26

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 – Gale Standen (founder)

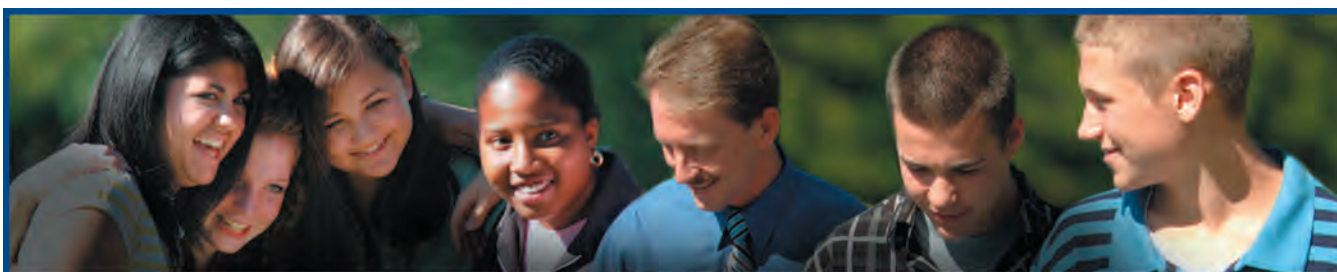
IN BALANCE: Continued from page 25

his time, and the family joined in and told him to “go for it.” The involvement of his family on the decision seems to be typical of Patrick’s management style. Patrick and his highly experienced staff encourage and support each other, with all contributing to the dream Patrick initiated. It was obvious to me that the entire team has a unique feeling of ownership of the program.

Six months prior to opening, Patrick and many of the In Balance staff held a think tank and worked together designing a program designed specifically for adolescents. Patrick operates a program that has included input and guidance from his family and key staff. He personally was influenced by research as well as Albert Ellis, Larry Bentro, Arnold Goldstein, Carl Rogers, Terence Gorski and others. The program uses cognitive behavioral approaches, many developed by Ellis. Goldstein’s influence impressed upon Patrick that adolescents need skills that serve to displace destructive behaviors with constructive pro-social behaviors. Goldstein also influenced Patrick with tools to identify and more appropriately recognize triggers for anger and other destructive activities. Moral reasoning is included in his work, addressing the egocentric nature of drug using teens and their delayed and limited thinking process. Rogers contributions are best known for the underlying belief

that all of us, if given the opportunity, are capable of drawing out of ourselves the right choices in our lives. Bentro, the positive peer culture guru, has been instrumental in In Balance Ranch’s core foundation. I asked Patrick whether In Balance ran a “pure” positive peer culture program. Patrick laughed and told me that Bentro told him that in reality, as long as there are kids needing help, the attainment of a “pure” positive peer culture will never exist! Gorski’s primary contribution was centered around relapse prevention. Patrick is trained in the Gorski Relapse Prevention Model.

By design, the program includes many therapies that address adolescent issues. These include family involvement, equine therapy, adventure therapies, positive peer approaches, community service, physical fitness, sweat lodges, 12- step approaches, therapists who effectively deal with co-occurring issues and a strong academic program. Many, including this writer, would be skeptical of covering so many bases in a program, let alone developing these components during start-up. I first visited the program over a year ago, and the program included these components from the beginning. Today they are solidified and all contribute to the program’s content. Nevertheless, it is expensive to operate a program with all of the services that In Balance



Not all troubled teens are into drugs and alcohol.

Many of them, including many Family Foundation School students, have no interest in drinking or drugs, but are negative, defiant and self-destructive because of AD/HD, ODD, depression, bipolar disorder, food issues, anger, social phobia, even adoption.

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provides. In Balance, unlike so many programs, has set a limit of 44 students even though they could easily move to over 100 students within a year. Patrick has consistently vowed that the program will avoid the temptation to increase its number of boys.

I asked Patrick how he saw the 12-step model since many think that it has little influence on teenagers. Patrick agreed this is true, if the 12-step concepts are used alone. However, in combination of the various other program components, 12-step approaches are critical to long term sobriety. Furthermore, 12-step meetings can be found all over the country, enabling the boys to attend and be supported wherever they live in and out of the country. He went on to say that the use of 12-steps is an integral component of programming and its use after the program is one of the best indicators of post treatment success. I also asked him if he thought that relapse is a normal part of adolescent recovery. He said that because relapse can end up being fatal, In Balance stresses the importance of relapse prevention efforts.

We discussed the numerous program models around the country as I was interested in his point of view on length of stay and intensity. Patrick's point of view was that a typical 30-day program can realistically be expected to be able to introduce a few concepts and be used as a diagnostic tool. He believes that research and his experience indicates a minimum of one year is necessary for success.

Group and educational components are part of the program to address the myriad of problems adolescents face and experience today, including such issues as trauma, the disease model, divorce recovery, depression, anxiety, medications, family issues, and other co-occurring issues.

In a clinical meeting I attended, Patrick talked of helping the boys experience healthy activities to replace drinking and drug use. He believes that the program needs to continually find ways to make sobriety fun. I had fun with the In Balance staff and can understand why there has been no turnover with the key original staff members.

I learned that over the coming weekend, Patrick was to be a key speaker in Las Vegas at the U.S. Journal's 5th Las Vegas Conference on Adolescents. Patrick speaks nationally on a variety of adolescent topics including the challenges of overcoming the culture of adolescent substance abuse. At this conference, Patrick was presenting three different topics on adolescents. Patrick has come a long way from the cowboy country of Wyoming.

FIVE SUCCESSFUL TIPS FOR DISTANCE LEARNERS

By Doug Covey

I had the fortunate opportunity in my early twenties to travel abroad. Because I was on foreign land for the first time, I found myself overwhelmed and confused. Navigating my way around Kings Cross Railway Station in London was an adventurous experience. After a few mishaps, I learned how to plan ahead, manage my time and locate helpful resources to find my way around Europe. Navigating your way in the world of distance learning can be equally as overwhelming. In a recent student survey administered in 2006 by Blueprint Education, a non-profit distance learning provider, 86% of the students were taking a distance learning course for the first time. Learning how to navigate through a foreign country allowed me to feel successful, explore further inland and learn more than I could have imagined. By following these five successful tips, you can save a lot of time and money and explore an exciting new world.

1. **Choose the right school:** Selecting the right school is the most significant educational choice you have to make. Make sure the school you choose is accredited by one of the six premier American regional school accrediting commissions. If the school is not properly accredited, secondary and post-secondary schools may reject the credits you earned.
2. **Manage your time:** In a self paced, open enrollment, flexible learning environment, managing your time wisely is a key to success. Set specific goals and objectives for yourself and stick to them. Creating daily, weekly and monthly goals defined by specific objectives will help you reach deadlines.
3. **Connect with your teacher:** The ability to form a meaningful relationship with your teacher will allow you to have the opportunity to share your understanding of the course, stay motivated, and learn more. Although your classes are online, you can stay connected through message boards, email, and other electronic resources.
4. **Know your resources:** The most widely used search engine today is Google. There are a lot of online materials available to help you with your studies. General resources such as online dictionaries, encyclopedias, writing resources, atlases and maps are useful tools. Identifying these sites from the start will save you time and money and help you find success in your course.

Continued: **SUCCESS** / pg 28

SUCCESS: Continued from page 27

5. **Get all the credit you deserve:** More students are taking online courses due to schedule conflicts, retaking a course to graduate on time, or getting a head start on life to graduate early. If you have credits from a previous school, make sure to have your transcript sent to your distance learning school of choice and ask the counselor to perform a course equivalency. As long as the school is accredited, the credits should be able to be transferred.

About Blueprint Education

Doug Covey is the CEO Blueprint Education. Blueprint Education is a non-profit organization that has been helping students succeed since 1969. Services offered by Blueprint Education include distance learning, curriculum design, and alternative education. Blueprint Education's programs and courses meet the high quality standards of the NCA Commission on Accreditation and School Improvement, CITA, and the NCAA. For more information call 800-426-4952 or visit their website. www.blueprinteducation

Education Disasters

(Excerpts from an article by Kenneth M. Weinig, founding headmaster of the Independence School in Newark, DE, "The 10 Worst Educational Disasters of the 20th Century: A Traditionalist's List" found in Education Week, June 14, 2000, p. 31.

10. Multiculturalism
9. Failure to Challenge Gifted Students
8. The Misinterpretation of Bloom's Taxonomy
(lower levels of learning like basic facts have been ignored, making mastery of "higher levels" impossible.)
7. Rabid Developmentalism (by tending to force every student to conform to an average developmental level.)
6. Faulty Educational Theories (egalitarianism, overemphasis on self-esteem, feeling over thinking, and a contempt for authority in general, and direct instruction in particular.)
5. The Re-Norming of the SATs
4. Anti-Merit Faculty-Compensation Systems
3. Tenure tenure
2. Students' Rights Court Decisions (weakening or shattering effective discipline.)
1. Church-State Court Decisions (the censorship of prayer and sectarian theology would also result in the banishment of values.)

NEWS & VIEWS...

MORALITY COMES FROM BRAIN WIRING?

(May 28, 2007) Neuroscientists are finding evidence that brain wiring contributes to moral concepts.

IS DYSLEXIA 'JUST AN EXCUSE FOR PARENTS'

(May 29, 2007) Professor Julian Elliott, an educational psychologist at Durham University, causes controversy from his assertions that dyslexia is really an "emotional construct," and "an excuse for middle-class parents who did not want their children to be considered low achievers."

MOTHER JONES YEAR 2000 REVIEW OF BOOT CAMPS

(Nov. 2000) Bruce Selcraig writes in Mother Jones magazine of the criticisms and ineffectiveness of state boot camps for juveniles.

JUVENILE DELINQUENCY INCREASING

(May 31, 2007) China News reports that juvenile delinquency rates in China are steadily increasing. 90% of the crimes committed by young people are "related with infringement of human rights, infringement of democracy, property offense and offense of social public order."

REPORT ON CORRUPTION IN EDUCATION

(June 7, 2007) A recent UNESCO report, part of the United Nations, released a report by Unesco's international institute for educational planning into ethics and corruption, says education world wide is "plagued by rigged calls for tender, embezzlement, illegal registration fees and academic fraud, among other corrupt practices." The agency expressed concern that the result is millions of children are being shortchanged in their education.

CHILDREN LOSING RIGHT TO ROAM?

(June 15, 2007) A recent UK report concluded that children are missing out on a vital touch with nature through not being allowed to roam freely like past generations due to perceived dangers from traffic and predators.

STUDENT SUICIDE RATES INCREASING

(June 15, 2007) The National Police Agency reported in the Japan Times that student suicide rates in 2006 are the highest ever, topped only by Russia in the Group of 8 nations.

AUTISM AND VACCINES GO TO COURT

(June 16, 2007) A special U.S. court is hearing the first case where it is claimed that vaccines caused the disorder. Nine test cases are being heard by the court out of 4,800 similar pending cases, in an attempt to demonstrate whether or not it is likely the autism was caused by vaccines.

SEEN N' HEARD...

UPCOMING SOULORE WORKSHOP

(May 9, 2007) Randy Russell, Owner/ Founder of SouLore, Inc., Sagle, ID, 509-671-1598, announced his three day workshops designed for parents of students in schools and programs in the Inland Northwest. The next workshop will run August 3 – 5.

GROSSI/ BOYER VISIT WOODBURY REPORTS

(May 22, 2007) Educational Consultant Susan Grossi, Irvine, CA, 888-246-0039, stopped by Woodbury Reports along with Diana Boyer, Community Liaison for Ascent, Naples, ID, 925-947-1883, for a visit while in North Idaho.



NEW ASSOCIATION FORMED

(May 25, 2007) Jeff Johnson, Founder of OnPoint Consultants, LLC, Loa, UT, 435-425-3625, announced the formation of the Association of Mediation and Transport Services (AMATS), whose purpose will be to establish best practices and standards as guidelines for the transport industry.

NEW ADMISSIONS OFFICER AT TELOS

(May 25, 2007) Latricia Nell, Human Resources Manager for Telos Residential Treatment Center, Orem, UT, 801-426-8800 x 129, announced the new Admissions Officer at Telos Residential Treatment Center is Kristin Williams.

FRANCIS ANNOUNCES CRUISE

(May 27, 2007) Dore Francis, Child Advocate and Educational Consultant, Bend Oregon, 541-312-4422, announced she is considering a cruise from Seattle to Alaska, while conducting the parent seminar May 18-25, 2008.

WILDERNESS TREATMENT CENTER RE-ACCREDITED

(May 29, 2007) Ben Dorrington, LAC, Director of Referral Relations for Wilderness Treatment Center, Marion, MT, 406-854-2832, announced the re-accreditation of Wilderness Treatment Center with The Association for Experiential Education.

GATEHOUSE RESIDENTS SPEAK OUT

(May 30, 2007) Glenna Conway, Media Contact for Gatehouse Academy, Wickenburg, AZ, 928-231-5004, announced the residents of Gatehouse Academy recently visited Vulture Peak Middle School in Wickenburg to address drug and alcohol addiction with parents, teachers and other school professionals.

SELBY-LONGNECKER HARPER HONORED

(May 31, 2007) Shelley Skaggs, Marketing and PR for Benchmark Young Adult School, Redlands, CA, 714-963-4148, announced Jayne Selby-Longnecker Harper was honored at the Fifth Annual "Celebration of Women in Business", with an award presented by The Orange County Association of Health Underwriters (OCAHU).

NEDELKOFF NEW COO AT ECKERD

(May 31, 2007) Tom Denham, Director of Communications at Eckerd Youth Alternatives Inc., Clearwater, FL, 727-461-1236 x 332, announced Richard Nedelkoff has been named Chief Operating Officer of Eckerd.

NEW CLINICAL DIRECTOR AT DISCOVERY ACADEMY

(June 1, 2007) Brent R. Hall, LMFT, Discovery Academy, Provo, UT, 801-374-2121, announced Matt Hendry is the new Clinical Director at Discovery Academy.

TRANSITION BRIDGE ACCEPTS STUDENTS FROM OTHER WILDERNESS PROGRAMS

(June 1, 2007) John Grago, Admissions Director, Alldredge Academy, Davis, WV, 888-468-1828, announced its Academic Transition Bridge program will accept students from other wilderness and outdoor programs.

SANTIAM CROSSING ADDS STAFF

(June 1, 2007) Julia Andrick, Marketing Director of Santiam Crossing School, Scio, OR, 800-390-3983, announced the addition of several new staff members at Santiam Crossing; Maria Austin, MFT as Campus Therapist, Dan Cohnstaedt, MS and Fred Maxwell, MA as Teachers and Jon Larson as Adventure Education Coordinator.

HARDY EXECUTIVE DIRECTOR OF STONE MOUNTAIN SCHOOL

(June 4, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, has announced Susan Hardy, MEd, has accepted the position of Executive Director for Stone Mountain School in Black Mountain, NC, 888-631-5994.

Continued: Seen N' Heard/ pg 30

Seen N' Heard: Continued from page 29

CASSON ADMISSIONS DIRECTOR AT SAGEWALK

(June 4, 2007) Kristen Hayes, Communications Manager, Aspen Education Group, Cerritos, CA, 562-467-5531, announced Sarah Casson has been promoted to Director of Admissions at Sagewalk, the Wilderness School, Redmond, OR, 800-877-1922.

CROSSROADS ACADEMY ACCEPTS STUDENTS

(June 4, 2007) Samuel K. Dahlin, Owner and Clinical Director of Crossroads Academy, Ogden, UT, 801-369-0238, announced the Academy is now open and accepting new students.

AIMHOUSE EXPANDS WOMEN'S PROGRAM

(June 8, 2007) Dan Conroy, Founder of AIM House, Boulder, CO, 303-554-0011, announced the opening of Merge House, with a capacity for five additional young women. Merge House provides a less structured environment for women who have succeeded at AIM House for at least six months.

FRANKLIN JOINS TIMBER RIDGE

(June 11, 2007) Virginia Short, Admissions Director for Timber Ridge Preparatory School for Girls, Clark Fork, ID, 425-398-6483, announced Christopher Franklin, MS, has joined the Timber Ridge staff. Christopher has experience working in both community mental health and private practice settings for at-risk youth.

THEISEN PROMOTED TO EXEC. DIRECTOR

(June 14, 2007) Kristen Hayes, Communications Manager for Aspen Education Group, Cerritos, CA, 562-467-5531, announced Robert Theisen, PhD, was promoted to Executive Director of Adirondack Leadership Expeditions, Saranac Lake, NY, 877-252-0869. Theisen previously served as the program's clinical director responsible for managing students' clinical care, maximizing parent involvement and developing positive relationships with staff, referring professionals and the community.

MONTANA ACADEMY CELEBRATES 10

(June 11, 2007) Rosemary McKinnon, MSW, Admissions Director for Montana Academy, Marion, MT, 406-858-2339, announced Montana Academy recently passed their 10th Anniversary as a therapeutic boarding school.

CHEROKEE CREEK SAYS GOOD-BYE

(June 12, 2007) Beth Black, President/ Owner of Cherokee Creek Boys School, Westminster, SC, 407-312-3098, announced Kathy Whitmire, Executive Director, is leaving the school. Beth and Ron Black will bring together all resources needed for a seamless transition and are launching an intensive

effort to recruit a new Executive Director. If anyone has suggestions or referrals for this position, please contact Saul Rudman, Consultant to CCBS or Betsy Deane, Admissions and Consultant Relations Director.

WEDIKO TRANSITION PROJECT

(June 12, 2007) Patrick Ryan; LICSW, MBA, Associate Director for the New Hampshire Summer Program at Wediko, Boston, MA, 617-292-9200, announced the completion of the first year of a three-year investigation of behavior change in response to short-term residential treatment in the Wediko New Hampshire Summer Program.

CALO MOVES TO PERMANENT FACILITY

(June 13, 2007) Nicole Fuglsang, MA, NCC, LPC, Admissions Director for Change Academy Lake of the Ozarks (CALO), Lake of the Ozarks, MO, 877-879-2256, announced the program has moved into its permanent facility on the shores of Lake Ozark.

HOBBS CHANGES FOCUS

(June 14, 2007) Mark Hobbins, Vice President/ Chief Marketing Officer for Aspen Education Group, Cerritos, CA, 562-467-5519, announced he is leaving full time employment at Aspen Education to pursue his passion of helping families through FamilyIQ.

BART STARR HONORED BY ANASAZI

(June 14, 2007) Meredith Sullivan, Regional Community Relations Director for Anasazi Foundation, Mesa, AZ, 480-892-6701, announced NFL Legend, Bart Starr will receive Anasazi's 2007 Turn for Peace Award at an award presentation and dinner November 8, 2007, at the new Phoenix Convention Center.

NEW EXECUTIVE DIRECTOR AT COOPERRIIS

(June 13, 2007) Marlana Warren, Admissions Coordinator for CooperRiis, Mill Spring, NC, 828-894-7140, announced Bob Sawers accepted the position of Executive Director at CooperRiis effective September 1, 2007.

OPI ATTENDS APA

(June 14, 2007) Anne LaRiviere, Director of Admissions for Optimum Performance Institute (OPI), Woodland Hills, CA, 888-558-0617, announced she participated in the Annual Meeting of the American Psychiatric Association (APA) in San Diego. Joining her from OPI were Executive Director, Robert Fischer, MD, and Director of Counseling Services Jeff Kestenbaum, LCSW.

OAKLEY SCHOOL GRADUATES 37

(June 15, 2007) Carrie Thompson, Admissions at Oakley School, Oakley, UT, 435-783-5001 x 103, announced 37 seniors graduated on June 8th, with 95% of them accepted to four-year universities next fall.

OPI ANNOUNCES NEW PROGRAM DIRECTOR

(June 15, 2007) Anne LaRiviere, Director of Admissions for Optimum Performance Institute (OPI), Woodland Hills, CA, 888-558-0617, announced Katie Mikolyski is the new Program Director of OPI. Mikolyski has worked at OPI as Administrative assistant, Director of Milieu Supervision and Staff Development.

CALL FOR PRESENTATION PROPOSALS

(June 19, 2007) Robert Taylor, Director of Outdoor Recreation, at Clemson University, Clemson, SC, 864-656-2353, announced a call for presentation proposals for the Second National Outdoor Orientation Program Symposium (OOPS). The agenda will include discussion on best practices, learning about other programs and networking with outdoor orientation leaders. This symposium is for professionals in the field (both novice and expert level) and/ or students. Deadline for proposals is July 31, 2007. Symposium will be held October 31, 2007.

CONNER CREATES PROGRAM FOR CHINESE

(June 19, 2007) Michael Conner, PsyD, advocate for Educational Consulting and Youth Intervention Programs, 503 227-2027 x 16, agreed to design and co-direct a comprehensive youth intervention for Taiwanese children in the Republic of China. The program, Healing Journey, will include an integrated therapeutic boarding school, ropes course, adventure program, wilderness therapy and vocational training program.

STAFF CHANGES AT ST. PAUL'S ACADEMY

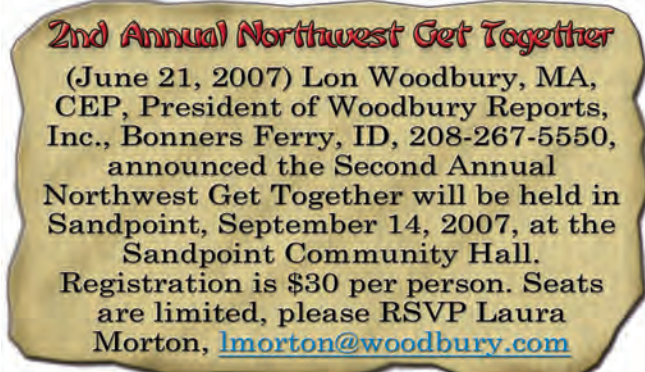
(June 20, 2007) Donna Wittwer, Director of Admissions for St. Paul's Preparatory Academy, Phoenix, AZ, 602-956-9090, announced several staff changes at the school including: Dan Utrera as Director of Counseling, Cindy Spencer joining the counseling staff, and Jim Graves returning to the counseling department. Additions to the staff will be Jeannie Fairbanks, Juan Zazueta and Jessica Hale.

SWIFT RIVER ONLINE EVENT

(June 21, 2007) Paul Ravenscraft, Director of Admissions and Marketing for Academy at Swift River, Cunnington, MA, 800-255-1770, announced an online event hosted by the Swift River leadership team and students, to provide a program overview, updates and a question and answer session with faculty and students.

NEW ADDITIONS TO FAMILY FOUNDATION

(June 21, 2007) Emmanuel Argiros, President of Family Foundation School, Hancock, NY, 845-887-5213, announced three recent additions to the staff: Marcia Ertola, MSED, has joined the counseling department with a background in alcohol and drug abuse counseling and special education counseling for emotionally disturbed and learning disabled students. Richard Reeve, responsible for increasing the school's scholarship fund, has both educational and non-profit fundraising experience, and grant writing experience. In addition, Iris Maclean, a new admissions counselor, brings a business background to the job plus several years' experience working with young people in recovery.



2nd Annual Northwest Get Together
(June 21, 2007) Lon Woodbury, MA, CEP, President of Woodbury Reports, Inc., Bonners Ferry, ID, 208-267-5550, announced the Second Annual Northwest Get Together will be held in Sandpoint, September 14, 2007, at the Sandpoint Community Hall. Registration is \$30 per person. Seats are limited, please RSVP Laura Morton, lmorton@woodbury.com

BETTON HOUSE RESIDENTS ACHIEVE 4.0

(June 21, 2007) Michael A. and Roxanne Losicco, Directors-in-residence, Betton House, Scranton, PA, 877-723-8866, announced that two residents achieved a 4.0 average for the spring semester at Lackawanna College. Both young men have successfully balanced college, part-time jobs, 12-Step meetings and a social life for the past six months, and are now ready to move onto the college campus to complete their education. In addition, they announced Virginia Schneider, BSW, MSW has joined the counseling staff. Ginny has been a counselor with the Archdiocese of New York for the past six years.



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